

# MAKING CORE PRACTICES COME ALIVE: MOVING FROM CONCEPT TO IMPLEMENTATION **PART 2**

CLTA SUMMER SEMINAR JULY 2017

GRETA LUNDGAARD

[gretafromtexas@gmail.com](mailto:gretafromtexas@gmail.com)

[www.toolsfromtexas.wikispaces.com](http://www.toolsfromtexas.wikispaces.com)

## OUR FOCUS TODAY: *INTEGRATION*

- **HLTP:** Teach Grammar as a concept and use it in context
- **Core Practice:** Design Lessons and Tasks that have Functional Goals & Objectives
- How does implementation look in the classroom?
- How do other core practices connect?

Focusing on form in a dialogic context

The first object of any act of learning, over and beyond the pleasure it may give, is that it should serve us in the future.

Learning should not only take us somewhere; it should allow us later to go further more easily.

Ted Sizer

## TEACHING FOR LEARNING

Acquiring essential vocabulary, structures, and skills



Acquisition

Connecting discrete knowledge and skills to **FUNCTIONS** within rehearsed scenarios, situations, and contexts

Meaning

Applying knowledge and skills within new, novel settings

Transfer

GRAMMAR IN  
CONTEXT  
RELIES ON  
USING  
FUNCTIONAL  
GOALS

## WHAT ARE LANGUAGE FUNCTIONS?

Language functions are “the use to which language is put, the purpose of the utterance rather than the particular grammatical form an utterance takes”.

Sandra Savignon, 1983

Using **Language Functions**  
to **structure** teaching results in an  
**instructional focus** that is  
**less about form** and **more**  
**about meaning.**

Expressing  
feelings and  
emotions

Explaining,  
narrating,  
describing  
events

Expressing  
hopes, dreams,  
future plans

Asking and  
responding to  
questions

Expressing  
preferences  
and opinions

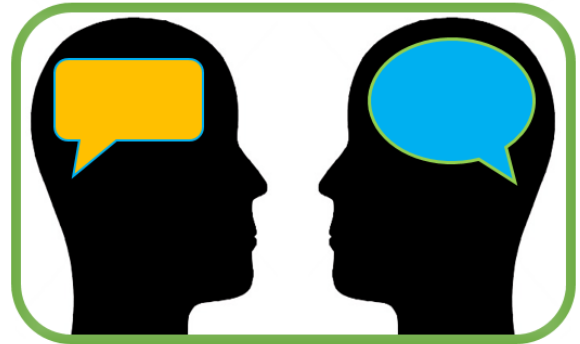
Initiate and  
carry out a  
conversation on  
a familiar topic

Sample Functions

## THINK, TURN, AND TALK

How do you think using language functions could help teachers teach grammar as a concept instead of a construct: as a set of rules?

Share your thoughts with a shoulder partner



TEACH  
GRAMMAR AS  
A CONCEPT  
AND USE IT IN  
CONTEXT

Activity 3: **Brainstorm verbs.** What do you like to do with your friends and family?

Complete the sentences below with action verbs like 'jump', 'dive', 'float' or 'swim'.

1. I like to move it move it
2. I like to move it move it
3. I like to move it move it
4. I like to move it!

**THE ROLE OF  
GRAMMAR:  
NOT TO CREATE  
COMMUNICATION,  
BUT TO AVOID  
MISCOMMUNICATION**

## THE ROLE OF GRAMMAR

Rubes by Leah Rubin

<http://www.grammarglitchcentral.com/2011/06/rubes-cartoon-reinforces-lie-vs-lay-grammar-point/>

- It is possible to communicate in a less than accurate fashion.
- Linguistic accuracy is a destination, not a point of departure.
- The conventions or rules of a language must not impede the use of that language.



## PSYCHOLINGUISTICS OF LEARNING LANGUAGE

- Risk Taking:
  - The willingness to confront more language than you presently own
- Vulnerability:
  - The willingness to err for the broader goal of communication
- Intuition:
  - The willingness & ability to sift for meaning

## PSYCHOLINGUISTICS OF LEARNING LANGUAGE

- L1 transfer may be the single most common strategy deployed by language learners; "error" is a by-product of L1 transfer: *L1 interference*.
- An "error" is not the same as a "mistake".
- In the language acquisition process, an error is best viewed as a positive, not a negative.



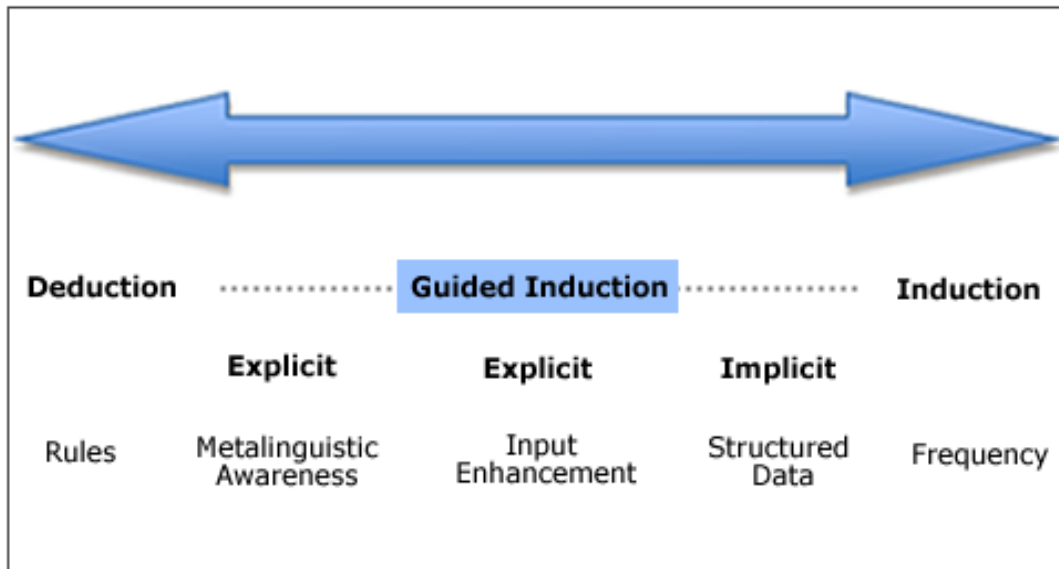
## THEREFORE . . .

There is a relationship between acquisition and the amount of risk-taking, vulnerability & intuition encouraged by the teacher & exhibited by the learner.

## APPROACHES TO GRAMMAR INSTRUCTION

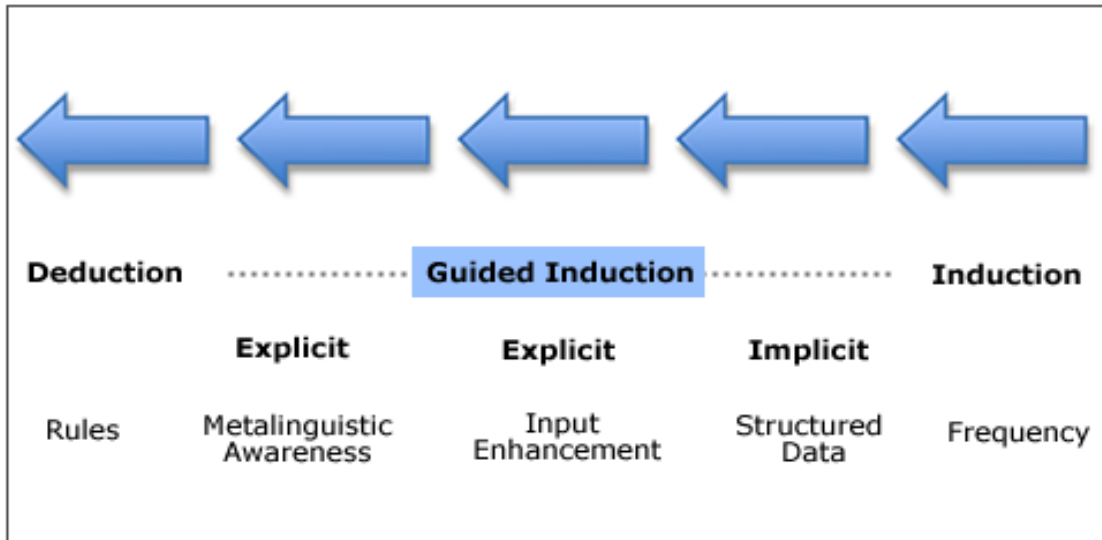
- **Implicit:** Learners Analyze for themselves
- **Guided:** Teachers and Learners collaborate to construct grammar explanation
- **Explicit:** Teacher provides explanation to learners

Shrum, Judith & Eileen Glisan. 2005. Teacher's Handbook Contextualized Language Instruction, 3<sup>rd</sup> ed.



<https://coerll.utexas.edu/methods/modules/grammar/03/>

<http://gapingvoid.com/infographic/>



<https://coerll.utexas.edu/methods/modules/grammar/03/>

DISCOVERY  
LEARNING

From *What's so Funny about Science?* by Sidney Harris

## MACRO-STRATEGIES

- **Promoting Learner Autonomy:** to provide learners with strategies necessary to self-direct and self-monitor their own learning. "A crucial task of the teacher wishing to promote learner autonomy is to help learners take responsibility for their learning, and to bring about necessary attitudinal changes in them".

WHAT DOES THIS MEAN?  
THINK, TURN, AND TALK

<https://coerll.utexas.edu/methods/modules/grammar/03/> from Kumaravadivelu (2003).

## MACRO-STRATEGIES

- **Activating Intuitive Heuristics:** "Heuristics refers to the process of self discovery part of the learner". Provide rich textual data so that learners can infer underlying rules governing grammatical usage and communicative use.

WHAT DOES THIS MEAN?  
THINK, TURN, AND TALK

<https://coerll.utexas.edu/methods/modules/grammar/03/> from Kumaravadivelu (2003).

## MACRO-STRATEGIES

- **Foster Language Awareness:** attempt to draw learners' attention to the formal and functional properties of their L2 to increase the degree of explicitness required to promote L2 learning: "design activities that foster both general and critical language awareness in the classroom"

WHAT DOES THIS MEAN?  
THINK, TURN, AND TALK

<https://coerll.utexas.edu/methods/modules/grammar/03/> from Kumaravadivelu (2003).

## DISCOVERY LEARNING

- Knowledge is built primarily from a learner's experiences and interactions
- Requirement: Learner must ATTEND TO & NOTICE salient points in the input
- INPUT must be turned into INTAKE: this happens when:
  - The Learner ATTENDS or NOTICES
  - The Learner is ENGAGED
  - The Learner is PROCESSING

Met, Myriam, "Research in Foreign Language" in Handbook of Research on Improving Student Achievement. ERS, 2004.

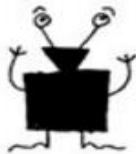
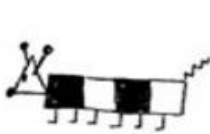
## ANOTHER APPROACH

- **P**resentation
  - **A**ttention
  - **C**o-construct
  - **E**xension
- Language is only language when it's whole
  - Foreshadowing new language features provides learners with background knowledge of advanced structures.
  - The best time to attend to FORM is after comprehension.
  - The goal is to integrate grammar, not to separate it from meaningful communication

## ANOTHER APPROACH

Look at these MUFFS:

Stacy Wegst

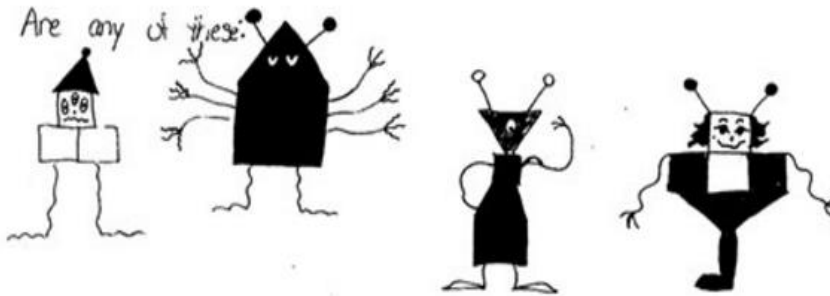


These are not MUFFS:



<http://www.teachthought.com/critical-thinking/strategies/how-to-teach-with-the-concept-attainment-model/>

Are any of these “muffs”?



Can you and a partner create a “muff”?

<http://www.teachthought.com/critical-thinking/strategies/how-to-teach-with-the-concept-attainment-model/>

## CONCEPT ATTAINMENT MODEL

- Principle of Conceptual Clarity: **Concept Recognition**
  - Examples / Non-examples must be distinguishable
  - Attributes clearly present in examples
  - Non-examples embody some of the attributes

Silver, Strong, & Perini. 2007. The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson (Ch 7)

## CONCEPT ATTAINMENT MODEL

- Principle of Multiple of Examples: **Concept Attainment (Data Set)**
  - 2 examples: can form initial hypothesis
  - Multiple varied examples: can define the essential with increasing certainty
  - Begin with the most obvious, transition to more challenging examples

Silver, Strong, & Perini. 2007. The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson (Ch 7)

## CONCEPT ATTAINMENT MODEL

- Principle of Conceptual Competence: **Concept Formation**
  - Tipping Point: learners can
    - List essential attributes of a concept
    - Use attributes to discriminate between examples/non-examples
    - Can apply understanding of concept in a variety of ways from a variety of perspectives.

Silver, Strong, & Perini. 2007. The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson (Ch 7)



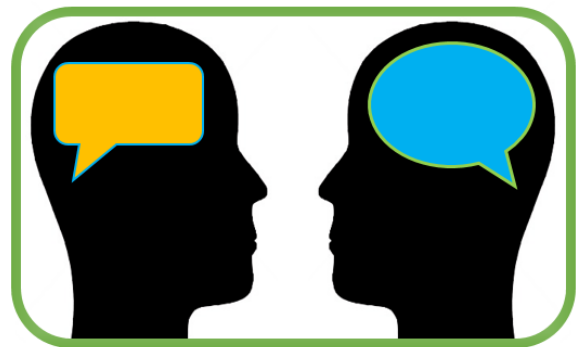
## HOW TO USE CONCEPT ATTAINMENT STRATEGY

- Select Concept with clear critical attributes
- Provide YES examples which contain the critical attributes & NO examples which contain *some but not all* of the critical attributes.
- Students work in pairs to figure out critical attributes(list them)
- Provide more YES & NO examples to test & refine list
- Whole class review & generate final set of attributes
- Students apply understanding by creating product or completing task.

## THINK, TURN, AND TALK

What grammar construct (in your target language) would be suited for discovery through the concept attainment model?

Share your thoughts with a shoulder partner



<http://williamstowntm.org/2011/12/grammar-grammarians-role-part-3/>

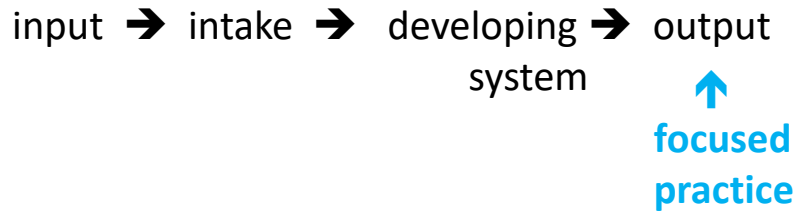
## ANOTHER APPROACH

- The Input Processing Model

*Goal:* Get learners to attend to grammatical data in the input and to process it.

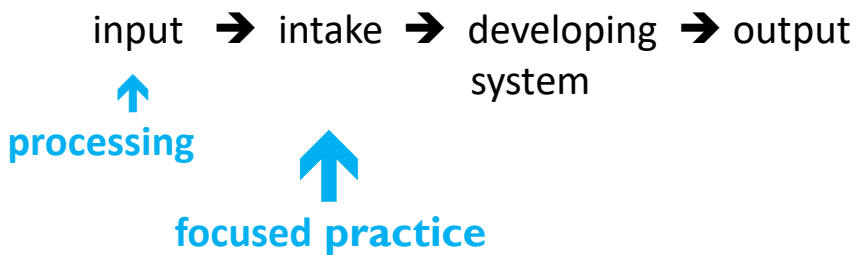
**How?** Require the learner to attend to the grammatical item while focused on meaning; ask learner to process it in the input **BEFORE** production as output.

## Traditional Practice in Grammar Instruction



Lee, James F. & Bill VanPatten. *Making Communicative Language Teaching Happen*. 2003

## Re-thinking Grammar Instruction



Lee, James F. & Bill VanPatten. *Making Communicative Language Teaching Happen*. 2003

## INPUT PROCESSING GUIDELINES

- Present **one new thing** at a time
- Keep **meaning** in focus
- Use both **written** and **oral** input
- Learners must **do** something with the input
- Move from **word to phrase to sentence**
- Keep the learners' **processing tendencies** in mind

Lee, James F. & Bill VanPatten. *Making Communicative Language Teaching Happen*. 2003

## POINTS FROM THE RESEARCH

- Learners will process meaning before form.
  - ***Have** you **taken** Algebra? Yes, I **took** Algebra.*
- When a sentence has a redundancy, learners will process meaning and ignore form.
  - ***Yesterday**, we walked to the store.*

Lee, James F. & Bill VanPatten. *Making Communicative Language Teaching Happen*. 2003

## POINTS FROM RESEARCH

- Native English speakers tend process the first noun as the subject (true for other languages)
  - *Is that **book** the one you want?*
- Learners notice elements at the beginning of the sentence best, the end of the sentence second best, and are **least likely** to notice elements in the middle of the sentence
  - *His mother gave **it to them** after school*

Lee, James F. & Bill VanPatten. *Making Communicative Language Teaching Happen*. 2003

## LET'S DECONSTRUCT



**ACTIVITY A:** Read each statement about the future and decide whether each is probable or improbable for the year 2030.

Probable	Improbable	In the year 2030 ...
_____	_____	...they will invent a flying car.
_____	_____	...I will be married with kids.
_____	_____	...we will have more political issues.
_____	_____	...the president will be a woman.

Farley, Andrew. *Structured Input: Grammar Instruction for the Acquisition Oriented Classroom*. 2004.

## LET'S DECONSTRUCT



**ACTIVITY B:** Circle all the –ing verb forms in the following paragraph.

Daria is sitting in a methods course at Notre Dame. She is thinking to herself “Are these guys selling me snake oil? Or am I just not hearing them correctly?” The presenter is talking about new ways to focus on grammar. Daria is not sure that she’s buying it...

Daria is gilking in a methods course at Notre Dame. She is spooching to herself “Are these guys shacklackling me snake oil? Or am I just not evorgating them correctly?” The presenter is tooping about new ways to focus on grammar. Daria is not sure that she’s geeeping it...

Farley, Andrew. *Structured Input: Grammar Instruction for the Acquisition Oriented Classroom*. 2004.

## LET'S DECONSTRUCT



**ACTIVITY C:** Bill Clinton: Before and After

A recent article discussed Bill Clinton’s presidency & his retirement. Decide whether each excerpt taken from the article refers to Bill Clinton’s life during his presidency or now, during his retirement.

As President	Now	Bill Clinton ...
_____	_____	... speaks at universities.
_____	_____	... had many meetings every day.
_____	_____	... met with world leaders.
_____	_____	... plays with his granddaughter.
_____	_____	... had many assistants & helpers.
_____	_____	... spoke often to Congressmen.

Farley, Andrew. *Structured Input: Grammar Instruction for the Acquisition Oriented Classroom*. 2004.

Step 2: What else does Bill do now and did he do then?

## LET'S DECONSTRUCT



### ACTIVITY D: My Summer Vacation: Two Perspectives

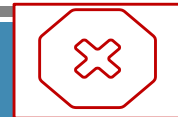
**Step 1:** Are teachers' lives really that different from their students? Read about your instructor's plans for this summer & decide whether or not each activity would be fun for you.

My Idea of Fun	Not My Idea of Fun	I ...
_____	_____	...will spend two weeks in Europe.
_____	_____	...will take a road trip with my family.
_____	_____	...will get a head start on fall classes.
_____	_____	...will work part-time at a bookstore.

**Step 2:** One of these statements made by the instructor is not true. Can you guess which one your instructor is not actually planning to do? Together with a partner, see if you can agree on which one is false and be ready to support your guess with a reason why.

Farley, Andrew. *Structured Input: Grammar Instruction for the Acquisition Oriented Classroom*. 2004.

## LET'S DECONSTRUCT



### ACTIVITY E: The Model Student.

**Step 1:** Do you consider yourself an organized, responsible student? Are you a sterling role model for others to follow? Let's find out! See how many characteristics of a responsible student match you.

A responsible student ...

- \_\_\_\_\_ 1. ... wakes up early and has a healthy breakfast before class.
- \_\_\_\_\_ 2. ... lays out the clothes they are going to wear the night before.
- \_\_\_\_\_ 3. ... arrives at school early to review for class discussions.
- \_\_\_\_\_ 4. ... tries to get all their homework done before dinner.
- \_\_\_\_\_ 5. ... goes to bed early so they can get eight hours of sleep.
- \_\_\_\_\_ 6. ... falls asleep quickly and easily because they have worked so hard.

**Step 2:** Are any of the actions in Step 1 overly responsible, bordering on obsessive? Which ones? Be ready to share your thoughts.

Farley, Andrew. *Structured Input: Grammar Instruction for the Acquisition Oriented Classroom*. 2004.

## LET'S DECONSTRUCT



### ACTIVITY E **MULLIGAN** : The Model Student.

Step 1: Do you consider yourself an organized, responsible student? Are you a sterling role model for others to follow? Let's find out! See how many characteristics of a responsible student match you.

A responsible student ...

- \_\_\_\_\_ 1. ... wakes up early.
- \_\_\_\_\_ 2. ... eats breakfast.
- \_\_\_\_\_ 3. ... arrives early to class.
- \_\_\_\_\_ 4. ... finishes homework before class.
- \_\_\_\_\_ 5. ... goes to bed early.
- \_\_\_\_\_ 6. ... falls asleep quickly.

Step 2: Are any of the actions in Step 1 overly responsible, bordering on obsessive? Which ones? Be ready to share your thoughts.

Farley, Andrew. *Structured Input: Grammar Instruction for the Acquisition Oriented Classroom*. 2004.

## LET'S DECONSTRUCT



### ACTIVITY F: Pop Culture Icons

A recent article in a pop culture magazine summarized the lives and contributions of major figures in the rock-n-roll industry. Below are just a few excerpts from the article. For each excerpt, decide whether the author of the article was referring to Rhianna or to Bono and the Edge.

	Rhianna	Bono & the Edge
...travels all over the world.	_____	_____
...play the guitar.	_____	_____
...sings before thousands.	_____	_____
...writes a lot of songs.	_____	_____
...make music videos.	_____	_____
...raises money for charities.	_____	_____

Step 2: ????

Farley, Andrew. *Structured Input: Grammar Instruction for the Acquisition Oriented Classroom*. 2004.



## PAY ATTENTION TO RESEARCH

- Learning Targets/Can Dos
  - Rather than – Table of Contents/Grammar Syllabus
- Multiple Meaningful Exposures: Emphasize *Doing*
  - Rather than—Repetition of *Knowing*
- Risk Free Processing & Practice with Feedback
  - Rather than – Effort or Completion Grading
- Social Production First (ZPD)
  - Production with a small group, then pairs, then individual
- Consider *Teach Less For More*

## PAY ATTENTION TO RESEARCH

- Use the Target Language as much as possible.
- Release yourself from the obligation to teach the entire grammar paradigm.
- Use Inquiry strategies to introduce grammar.
- Allow for sufficient *Processing* before *Production*.

## IMPLICATIONS FOR INSTRUCTION?

- Increase Student-to-Student talk in Target Language
- Strive for "successful" versus "correct" or "accurate"
  - Accept that communication is the goal, not accuracy.
  - Accept that meaningful communication builds accuracy.
- Understand the difference between errors & mistakes.
- Encourage Risk-taking, vulnerability, & Intuition



## REFERENCES



- Farley, Andrew. 2004. *Structured Input: Grammar Instruction for the Acquisition-Oriented Classroom*. New York: McGraw Hill.
- Lee, James & Bill VanPatten. 2003. *Making Communicative Language Teaching Happen* (2<sup>nd</sup> ed.). New York: McGraw Hill.
- Shrum, Judith & Eileen Glisan. 2005. *Teacher's Handbook: Contextualized Language Instruction*, 3<sup>rd</sup> ed. Boston: Thomson & Heinle,
- Silver, Harvey F., Richard W. Strong & Matthew J. Perini. 2007. *The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson* (Chapter 7: Concept Attainment. ASCD.
- Wong, Wynne. 2004. *Input Enhancement: From Theory and Research to the Classroom*. New York: McGraw Hill.

THANK YOU!

GRETA LUNDGAARD

GRETAFROMTEXAS@  
GMAIL.COM

TOOLSFROMTEXAS.WIKIS  
PACES.COM

